

Fostering the Future: The Micro-educational Impact of a Language Assessment Course

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OUTLINE

1. Tempus PROSET
2. LA course at Kazan Federal University
3. Impact of LA course in ME context



I. TEMPUS PROSET

Project Title: **Promoting Sustainable Excellence in Testing and Assessment of English**

Project Acronym: **PROSET**

Project website: **<http://proset-tempus.net/>**



CONSORTIUM

1. University of Bedfordshire (UB) – the co-ordinator
2. Southampton Solent University (SU)
3. Technische Universität Dresden (TUD)
4. University of South Bohemia (USB)
5. Ministry of Education and Science of the Russian Federation (MinObr)
6. Mordovian State University (MRSU)
7. Karelian State Pedagogical Academy (KSPA)
8. Nizhny Novgorod Linguistics University (LUNN)
9. Southern Federal University (SFedU)
10. Kazan (Volga Region) Federal University (KFU)
11. Chelyabinsk State Pedagogical University (CSPU)
12. Immanuel Kant Baltic Federal University (IKBFU)
13. Far Eastern Federal University (FEFU)
14. Samara State University (SSU)
15. Surgut State University of Khanty-Mansyisk Autonomous Okrug-Ugra (SurU)
16. Ulyanovsk State University (USU)
17. National Association of Teachers of English (NATE)
18. Cambridge University Press Representative Office in Moscow (CUP)





TEMPUS
Modernising higher education

Promoting Sustainable
Excellence in Testing and
Assessment of English
PROSET

<http://ec.europa.eu/tempus>



KAZAN FEDERAL UNIVERSITY

The main centre of higher education for the Volga region

19 institutes

over 47,000 students

300 degree programs



Project Challenges

1. **The lack of any testing and assessment component in TTING in the RF;**
2. **The lack of know-how among TTs**
3. **The lack of experience among secondary school teachers**
4. **The lack of awareness of principles underlying the design and development of the National English language Test (EGE).**
5. **Equipment and resource shortages**
6. **The lack of coordination among Universities**

Specific Project Objectives

to develop and introduce new curricula in the testing and assessment of English;

to develop sustainable EU-Russia inter-university co-operation on the testing and assessment of English.



II. LA course at Kazan Federal University

- **27 undergraduate students majoring in English and Education**
- **Proficiency: B1 – C1**
- **University education is Russian-medium**
- **The Course was delivered in English**
- **8th semester**
- **Alongside with courses in Theoretical Linguistics**



The LA Course:

- Module 1 – 36 h.
- Module 2 – 36 h.

<i>Activity</i>	<i>Time</i>
Background reading	2 hours
Lecture	2 hours
Workshop/seminar	2 hours
Extension reading	2 hours
Project	2 hours
TOTAL	10 hours

Complicating Factors:

- 1. Lack of reading materials**
- 2. No/next to no skills on pre-course reading**



Challenges:

1. the idea of standardizing

a. to make things of the same type all have the same basic features (CAD, AD of RL edit.by Evgenyeva)

b. to destroy individuality and originality in someone/sth (AD of RL edit.by Evgenyeva)

2. Very little or no experience in taking different types of tests (IELTS, TOEFL, Cambridge ESOL ↔ EGE)



III. Impact of LA course in ME context: the case of Kazan Federal University



The micro-educational context extends to a county, city etc., as opposed to **the macro-educational context** in which the unit of education is a country and **the institutional context** which is related to the specific University or school.



Evaluation by Students

What was new in the course you attended?

- ✓ *The subject itself was new and useful for my future career of teacher.*
- ✓ *We could view the inside of the process of marking examination papers and how it really works.*

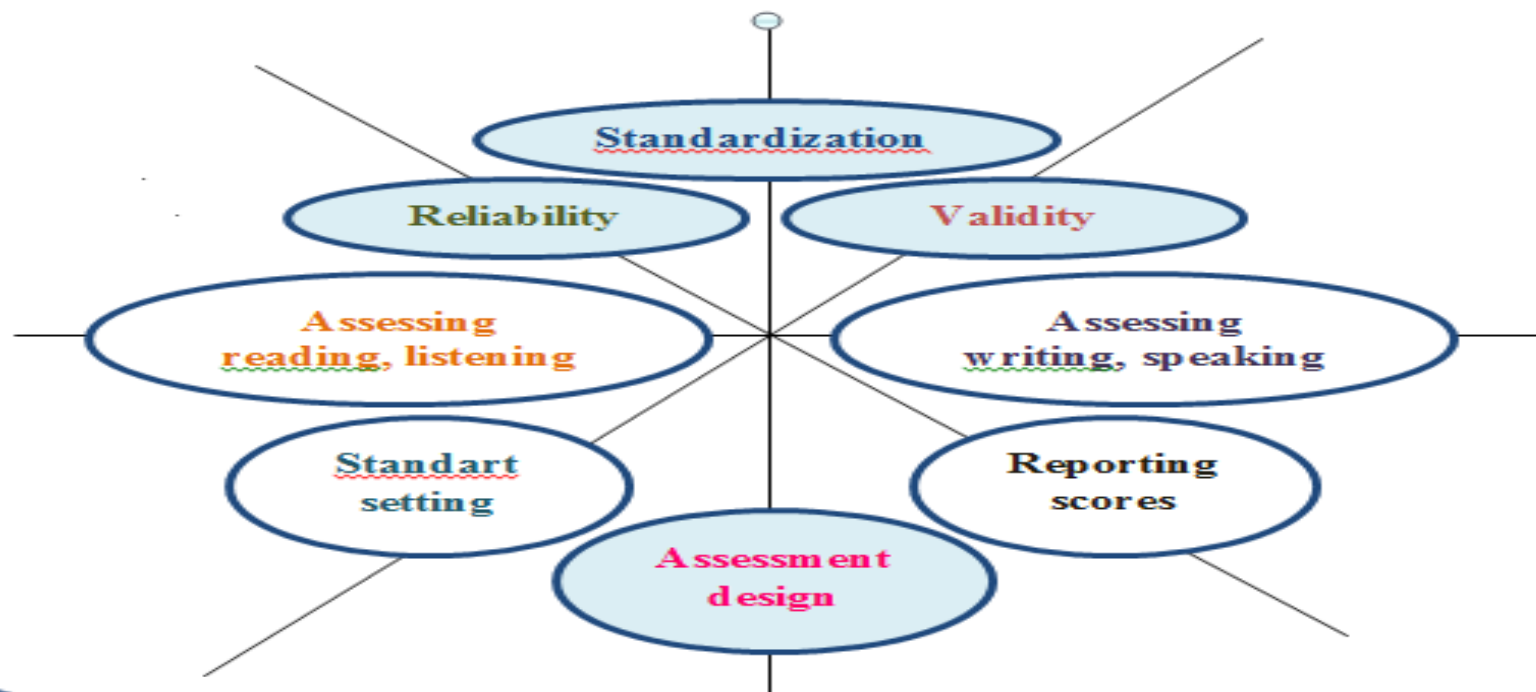
Evaluation by Students

Were the classes difficult or easy? New or traditional?

- Easy in terms of the language but difficult in terms of the new terms we had to study.

Concept Maps

Knowledge before the course



-Heard, recognized but do not know



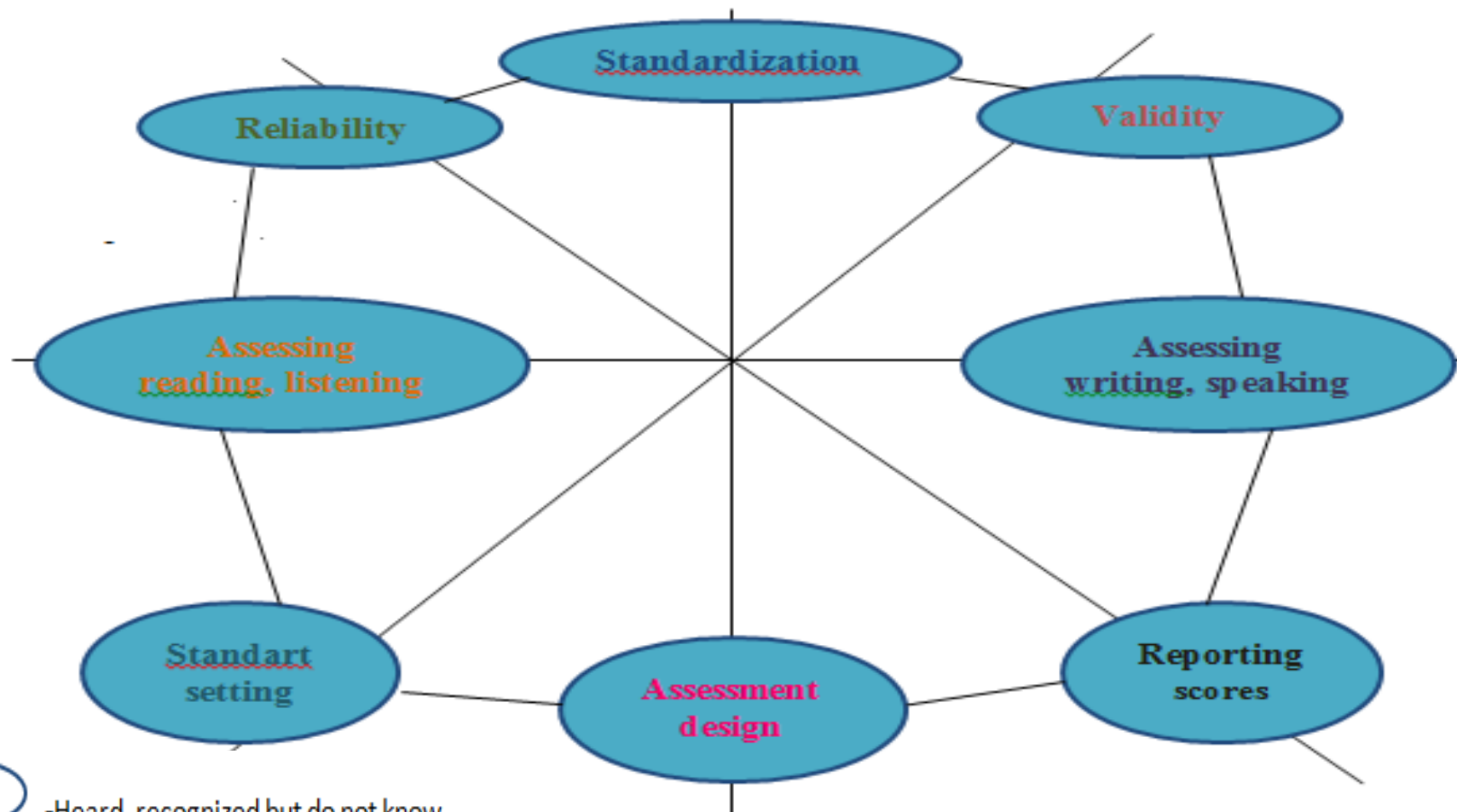
-Know what it is



-Can discuss and argue



Knowledge after the course



-Heard, recognized but do not know



-Know what it is



-Can discuss and argue

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European Commission
TEMPUS

The impact of the Course included:

- **feelings immediately after training,**
- **changes in beliefs,**
- **knowledge and skills,**
- **application of new ideas over time** (to be studied)
- **effect on the organization** (to be studied).

Changes in Beliefs

1. *“Tests are to be standardized”*
2. *“Test development should be taught”*
3. *“Tests are to be pragmatic”*
4. *“ Tests are to be valid”*

Effect on the Organization

News spread →

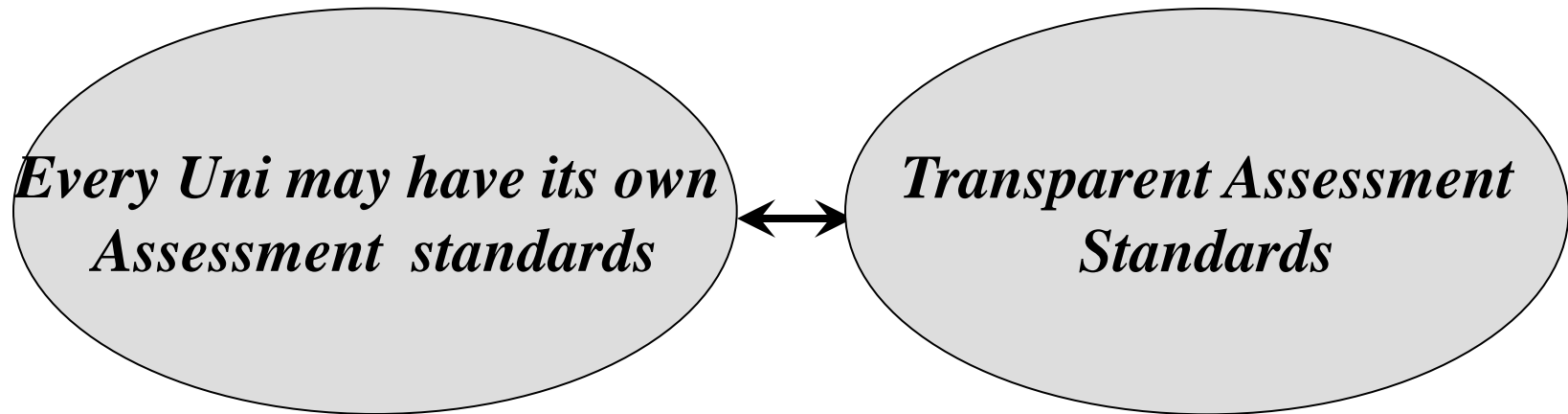
More students to sign up for the course →

Course compulsory

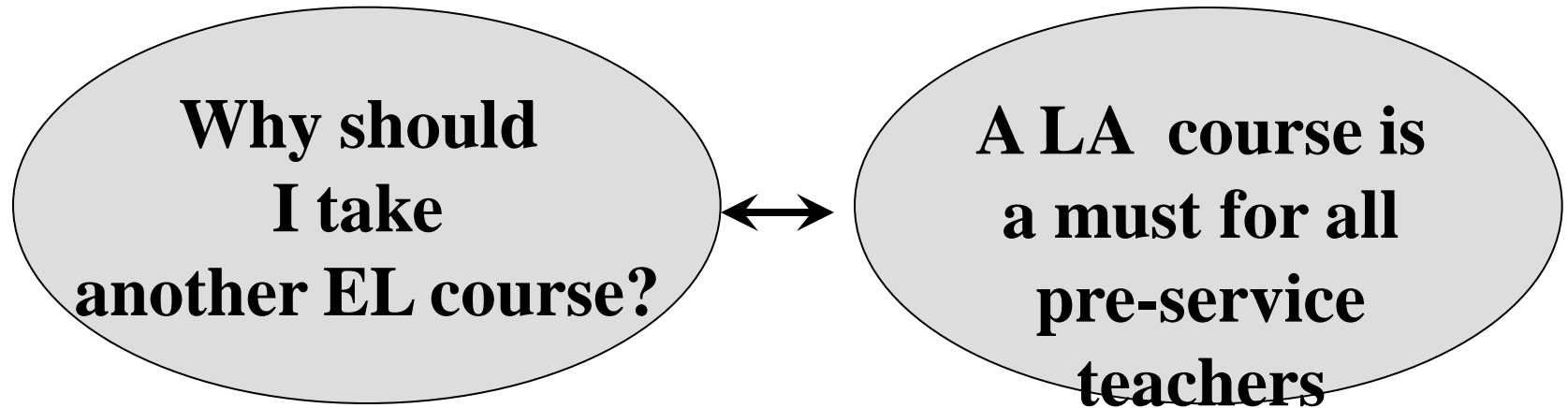
The Areas the Course Had Most Impact On:

- attitudes to professional development,**
- beliefs about learning & teaching,**
- classroom management skills,**
- research skills,**
- knowledge of ELT theory,**
- planning skills,**
- sensitivity to learners.**

BELIEFS ON CHANGES IN MICRO-EDUCATIONAL PARADIGM



BELIEFS ON CHANGES NECESSARY IN THE INSTITUTIONAL PARADIGM



OUTCOMES:

- ✓ **Changes in the curriculum**
- ✓ **Constructive criticism of EGE**
- ✓ **Dissemination of LA principles**



FUTURE RESEARCH

- **Investigation of KFU students' beliefs in their final year of studies, after having being exposed to more courses relevant to LA**
- **Combination of quantitative & qualitative measures to assess the impact of relevant courses**



Thanks for your attention



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